

# Colton Joint Unified School District Slover Mountain High School

Grades 11 through 12  
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## 2024-25 School Accountability Report Card

*Published January 2026*

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### Principal's Message

Greetings Parents/Guardians, Students, and Community Members!

We're back! Welcome to the 2025-2026 school year. First, CONGRATULATIONS to the students, parents/guardians, community, and staff of Slover Mountain High School. Slover went through an intensive WASC accreditation process in March 2019 with the California Department of Education and earned a six-year accreditation. This great achievement could not have happened without the entire school community working as a team. We have begun the process of our WASC accreditation process again this year for a new six-year accreditation.

With that, the theme for this year is "One School, One Team: Students, Parents, Guardians, Family, Community, and Staff". The goal is for all of us to work together to create an awesome learning experience for all of our students. We often hear "It takes a village" when it comes to the positive development of our children. Slover Mountain HS staff and administration wholeheartedly believe this. It is our aim to ensure your students find a home here at Slover and progress academically, socially, and emotionally.

Slover Mountain High School has a lot to offer students and we look forward to working with parents/guardians and the community to make sure they receive all of the services and opportunities they are worth. The administration doors are always open so feel free to stop in. We invite you to come take part in School Site Council (SSC), the English Learners Advisory Committee (ELAC), and upcoming events such as Back to School Night and the Title I Parent/Guardian Meeting.

Thank you for all of your support thus far and we look forward to continuing the relationship between school and home. Remember, it takes all of us! Let's go get 'em!

Sincerely,  
Edrina Fraijo  
Principal

### Mission Statement

The mission of Slover Mountain High School is to graduate high school students who are responsible citizens, critical thinkers, and positive communicators.

### Vision Statement

Slover Mountain High School's vision is to help our young adults become self-advocates, self-reliant, and strong, emotionally healthy citizens.

### School Profile

Slover Mountain High School is located in the western region of Bloomington and serves students in grades eleven through twelve following a traditional calendar. At the beginning of the 2024-25 school year, 231 students were enrolled, including 21.2% receiving special education services, 19.5% qualifying for English learner support, 0.9% foster youth, 11.7% homeless youth, and 84.4% socioeconomically disadvantaged.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	37.2%
Male	62.8%
Non-Binary	0.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Black or African-American	3.5%
Filipino	0.0%
Hispanic or Latino	93.9%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.9%
White	1.7%
English Learners	19.5%
Foster Youth	0.9%
Homeless	11.7%
Migrant Services	0.0%
Socioeconomically Disadvantaged	84.4%
Students with Disabilities	21.2%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Grade 11	70
Grade 12	161
Ungraded	0
Total Enrollment	231

## Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

**Conditions of Learning (Basic Services) – State Priority 1:** Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Preparation and Placement, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

**Conditions of Learning (Implementation of State Standards) – State Priority 2:** Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

**Parental Involvement – State Priority 3:** Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

**Pupil Achievement – State Priority 4:** Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

**Engagement (Pupil Engagement) – State Priority 5:** School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout & Graduation Rates, including the Dropout chart; and Graduation Requirements, including the Graduation Rate chart for high schools only.

**School Climate – State Priority 6:** Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

**Conditions of Learning (Course Access) – State Priority 7:** Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

**Other Pupil Outcomes – State Priority 8:** Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

## Student Achievement

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

**CAASPP Test Results in ELA and Mathematics for All Students  
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	4.0	2.0	32.0	32.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	0.0	2.0	18.0	20.0	35.0	37.0

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

*ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.*

**CAASPP Test Results in ELA by Student Group  
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	108	105	97.22	2.78	1.90
Female	39	37	94.87	5.13	2.70
Male	69	68	98.55	1.45	1.47
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	97	96	98.97	1.03	2.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	24	24	100	0	0
Foster Youth	0	0	0	0	0
Homeless	15	14	93.33	6.67	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	102	99	97.06	2.94	2.02
Students with Disabilities	22	21	95.45	4.55	0

**CAASPP Test Results in Mathematics by Student Group  
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	108	104	96.30	3.70	1.92
Female	39	37	94.87	5.13	0
Male	69	67	97.10	2.90	2.99
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	97	95	97.94	2.06	2.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	24	24	100	0	0
Foster Youth	0	0	0	0	0
Homeless	15	13	86.67	13.33	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	102	98	96.08	3.92	2.04
Students with Disabilities	22	21	95.45	4.55	0

*Note: ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.*

*To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

*The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.*

**CAASPP Test Results in Science for All Students  
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	4.05	2.73	16.49	17.67	30.73	32.33

*Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.*

*To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

*The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.*

**CAASPP Test Results in Science by Student Group  
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	231	220	95.24	4.76	2.73
Female	92	88	95.65	4.35	3.41
Male	139	132	94.96	5.04	2.27
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	218	207	94.95	5.05	2.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	45	43	95.56	4.44	0
Foster Youth	--	--	--	--	--
Homeless	32	31	96.88	3.12	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	216	205	94.91	5.09	2.93
Students with Disabilities	46	44	95.65	4.35	2.27

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

**Physical Fitness**

In the spring of each year, Slover Mountain High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

**Physical Fitness Test  
% of Students Participating in each of the Five Fitness Components  
2024-25**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	N/A	N/A	N/A	N/A	N/A

*Note: The administration of the PFT requires only participation results for these five fitness areas.*

*To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the school website, Blackboard Connect (automated telephone message delivery system), Facebook page, and Instagram. Contact the school office at (909) 580-5013 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

- Classroom Helper
- Schoolwide Activities

### Committees

- Attendance Committee
- English Learner Advisory Council
- PBIS Team
- School Safety Committee
- School Site Council
- WASC Committee

### School Activities

- ASB and Other Clubs
- Athletics Program
- Student Orientation

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Slover Mountain High School's original facilities were built in 1952; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following campus repairs or improvements were planned or completed:

2025-26 Planned Campus Improvements:

- Update Science Lab
- Update Rm 29 - VAPA Room

Every morning before school begins, the campus security officer(s) inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian is assigned to Slover Mountain High School. The day custodian is responsible for:

- Restroom cleaning
- Breakfast and lunch area cleaning
- Office cleaning
- Classroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1952
Acreage	19.5
Square Footage	91,061.3
	Quantity
Permanent Classrooms	10
Portable Classrooms	3
Restrooms (Sets)	3
Library	1
Testing Room	1
Computer Labs	1
Weight Facility	1
Wellness Center	1
Work Experience Room	1
Staff Lounge	1
Career & Guidance Room	1
Outdoor Meal Area	1
Staff Lounge	1
Chromebooks Portable Lab	5

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Slover Mountain High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in February 2025.

## Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, campus security officers patrol the campus, entrance areas, and designated common areas. Administration and campus security officers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, campus security officers, and teachers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Slover Mountain High School is a closed campus. During school hours, all visitors must sign in at the school's office, provide a valid ID to be ran through the Raptor System and wear identification badges while on school grounds.

## Facilities Inspection

The district's maintenance department inspects Slover Mountain High School on an annual basis in accordance with Education Code §17592.72(c)(1). Slover Mountain High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, December 05, 2025. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: December 05, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			P34 - HVAC is not functioning properly per teacher
Interior Surfaces			X	Admin, Rm 2, Rm 4, Rm 5, Rm 6, Rm 8, Rm 9, Rm 10, P34, P33, P32, P31, P30, Rm 13, Rm 15 - Ceiling tiles have water stains; Admin - Ceiling tiles have holes; Staff Lounge - Floor tiles are broken; Library - Ceiling tiles are loose; Rm 6, Rm 10 - Ceiling tiles are broken; Rm 9, Rm 12 - Ceiling tile is cracked; P 31 - Wallpaper is torn; Rm P30 - Water damage to wall below window; Rm 15 - Ceiling tile is missing
Cleanliness	X			
Electrical	X			Staff Lounge - Light diffuser is broken in storage; Library, Rm 8, Rm 15 - Two light panels are out; Rm 10 - Light diffuser missing; P34, P33 - One light panel is out; P31 - Ethernet box is loose from wall, excessive wiring not in conduit; Rm 12 - Water stain on light diffuser; Rm 16 - Three light panels are out
Restrooms/Fountains	X			Rm 1 - Drinking fountain push button is loose
Safety	X			Rm 6 - Fire extinguisher tag is not punched in; Rm 8 - Fire extinguisher is not mounted; Rm 14 - Fire extinguisher tag is outdated (July 24, 2024)
Structural	X			P 30 - Droy rot on siding
External	X			Admin - Trip hazard on walkway; Rm 10 - Door stopper is broken

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		X		
<i>Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</i>				

## Classroom Environment

### Discipline & Climate for Learning

Slover Mountain High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	22-23	23-24	24-25
<b>School</b>			
% Students Suspended	7.43	10.97	7.89
% Students Expelled	0.27	0.26	0.00
<b>District</b>			
% Students Suspended	5.74	4.70	4.11
% Students Expelled	0.09	0.07	0.08
<b>State</b>			
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	7.89	0.0
Female	8.33	0.0
Male	7.66	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	20.00	0.0
Filipino	0.0	0.0
Hispanic or Latino	7.57	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	6.25	0.0
Foster Youth	0.0	0.0
Homeless	10.26	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	8.07	0.0
Students with Disabilities	7.69	0.0

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

### Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Subject	Avg. Class Size	2022-23		
		Number of Classes		
		1-22	23-32	33+
English	21	8	10	
Math	18	9	1	
Science	20	5	4	
Social Science	22	7	9	
2023-24				
English	19	15	4	
Math	17	9	1	
Science	18	6	3	
Social Science	22	7	8	
2024-25				
English	20	14	4	
Math	14	9	1	
Science	15	9		
Social Science	20	8	7	

*\*Number of classes indicates how many classes fall into each size category (a range of total students per class).*

*\*\*\*“Other” category, if applicable, is for multi-grade level classes.*

### Pupil Engagement

#### Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Slover Mountain High School for the 2024-25 school year. A “chronic absentee” has been defined in EC Section 60901(c)(1) as “a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.”

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	342	294	142	48.3
Female	120	104	57	54.8
Male	222	190	85	44.7
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	15	14	8	57.1
Filipino	--	--	--	--
Hispanic or Latino	317	272	130	47.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	64	59	23	39.0
Foster Youth	--	--	--	--
Homeless	39	36	19	52.8
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	322	275	137	49.8
Students with Disabilities	65	58	24	41.4

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

## Dropout & Graduation Rates

Slover Mountain High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, extended day tutoring, before school tutoring, and Saturday Academy. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates			
	School		
	22-23	23-24	24-25
Dropout Rate (%)	10.1	15.2	17.8
Graduation Rate (%)	83.6	75.2	77.3
District			
Dropout Rate (%)	9.90	9.20	5.50
Graduation Rate (%)	86.3	87.3	92.1
State			
Dropout Rate (%)	8.20	8.90	8.00
Graduation Rate (%)	86.2	86.4	87.5

## Graduation Rate by Student Group (Four-Year Cohort Rate)

2024-25

Student Groups	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	163	126	77.3
Female	61	47	77.0
Male	102	79	77.5
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	--	--	--
Filipino	0	0	0
Hispanic or Latino	155	120	77.4
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	--	--	--
White	--	--	--
English Learners	45	37	82.2
Foster Youth	--	--	--
Homeless	34	27	79.4
Migrant Services	0	0	0
Socioeconomically Disadvantaged	159	123	77.4
Students with Disabilities	38	29	76.3

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Slover Mountain High School revolve around the California State Content Standards and Frameworks. During the 2024-25 school year, Slover Mountain High School held staff development training devoted to:

- Building Thinking Classrooms
- Collaboration
- Positive Behavioral Interventions & Supports (PBIS)
- Quality Teaching for English Learners (QTEL)
- Special Education
- Social Emotional Learning (SEL)
- Technology Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Slover Mountain High School supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2023-24, 2024-25, and 2025-26 school years, Slover Mountain High School's teachers had the opportunity to attend the following events hosted by the Colton Joint Unified School District:

2023-24 Training:

- Speech Learning
- CET Group (Former Future Ready)
- Behavior Training
- N2Y Professional Learning

- Cognitive Coaching
- EL Summer Institute

2024-25 Training:

- Collaboratively Build Standard-Aligned Lesson Plans
- Develop Formative Assessments
- Complete Data Reflections
- Develop Small Group Intervention Plan/Lessons
- Conduct Inquiry Work around the Professional Learning Framework
- Identification of Struggling Students

2025-26 Training:

- Multilingual Institute - Equity Through Action: Responding to the Needs of Every Learner

Colton Joint Unified School District also offered teachers supplemental professional development training during the 2025-26 school year on the following topics:

- Ethnic Studies
- Partners in Progress
- Textbook Training
- Designated ELD training
- Technology Trainings
- AVID

Slover Mountain High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2023-24	2024-25	2025-26
2	3	4

## Instructional Materials

All textbooks used in the core curriculum at Slover Mountain High School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and are from the most recent local governing board adoption. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, October 02, 2025, the Colton Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 26-19 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2025-26 school year, Colton Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
<b>English Language Arts</b>			
2009	Bedford/St. Martin's: <i>The Compact Reader</i>	N	0%
2009	Bedford/St. Martin's: <i>The Language of Composition: Reading, Writing and Rhetoric</i>	N	0%
2017	College Board: <i>SpringBoard, English Language Arts &amp; English Language Development</i>	N	0%
2020	CSU: <i>Expository Reading and Writing Course</i>	N	0%
2024	Edgenuity: <i>Edgenuity</i>	N	0%
2019	Houghton Mifflin Harcourt: <i>Read 180 Universal, Stage C Real Book</i>	N	0%
2009	Wadsworth Publishing: <i>Perrine's Literature: Structure, Sound, and Sense</i>	N	0%
<b>Mathematics</b>			
2021	California Math Readiness Initiative: <i>MRWC (Mathematical Reasoning with Connections)</i>	N	0%
2022	Cengage Learning: <i>Calculus for AP</i>	N	0%
2024	Edgenuity: <i>Edgenuity</i>	N	0%
2017	Freeman: <i>Statistics &amp; Probability w/Applications</i>	N	0%
2010	Holt, Rinehart and Winston: <i>Practical Mathematics; Consumer Applications</i>	N	0%
2022	McGraw Hill: <i>Illustrative Mathematics, Algebra 1</i>	N	0%
2022	McGraw Hill: <i>Illustrative Mathematics, Algebra 2</i>	N	0%
2022	McGraw Hill: <i>Illustrative Mathematics, Geometry</i>	N	0%
2009	Pearson: <i>Pre-Calculus</i>	N	0%
2017	Pearson: <i>Pre-Calculus, Honors</i>	N	0%
2017	Pearson: <i>Stats, Modeling the World</i>	N	0%
2022	Wiley: <i>Big Java: Early Objects, 7th Edition</i>	N	0%
<b>History-Social Science</b>			
2019	Bedford, Freeman, Worth: <i>Krugman's Economics for AP</i>	N	0%
2016	Bedford/St. Martin's: <i>Ways of the World</i>	N	0%
2019	Cengage Learning: <i>Introduction to Comparative Politics</i>	N	0%
2019	Cengage Learning: <i>U.S. History, 1877 to Present, America Through the Lens</i>	N	0%
2024	Edgenuity: <i>Edgenuity</i>	N	0%
2006	McDougal Littell/Houghton Mifflin: <i>The American Pageant</i>	N	0%
2007	McGraw Hill: <i>Economics</i>	N	0%

2019	McGraw Hill: <i>World History, Culture and Geography: The Modern World</i>	N	0%
2019	Pearson: <i>Government in America: People, Politics and Policy</i>	N	0%
2019	Pearson: <i>Magruder's American Government</i>	N	0%
2019	Teachers' Curriculum Institute: <i>Econ Alive!The Power to Choose</i>	N	0%
<b>Science</b>			
2020	Activate Learning: <i>Active Physics</i>	N	0%
2024	Edgenuity: <i>Edgenuity</i>	N	0%
2024	Kendall Hunt: <i>Inquiry Hub Biology</i>	N	0%
2020	Lab-Aids: <i>EDC Earth Science</i>	N	0%
2019	McGraw Hill: <i>Chemistry</i>	N	0%
2021	McGraw Hill: <i>CUS Exploring Geology</i>	N	0%
2020	McGraw Hill: <i>Marine Science</i>	N	0%
2020	McGraw Hill: <i>Zoology</i>	N	0%
2017	Pearson: <i>Campbell Biology, AP</i>	N	0%
2020	Pearson: <i>Essentials of Human Anatomy and Physiology</i>	N	0%
2017	Pearson: <i>Physics: Principles with Applications</i>	N	0%
2020	Saavas Learning Company, LLC: <i>CA Experience Chemistry</i>	N	0%
	Science Laboratory Equipment	N	0%
<b>Foreign Language</b>			
2018	Better Chinese Limited: <i>Chinese I (Mandarin)</i>	N	0%
2022	Better Chinese Limited: <i>Discovering Chinese, Volume 2</i>	N	0%
2023	Better Chinese Limited: <i>Discovering Chinese, Volume 3</i>	N	0%
2024	Better Chinese Limited: <i>Discovering Chinese, Volume 4</i>	N	0%
2020	Dawn Sign Press: <i>Signing Naturally, Level 2</i>	N	0%
2018	Dawn Sign Press: <i>Signing Naturally, Units 1-6</i>	N	0%
2019	Dawn Sign Press: <i>Signing Naturally, Units 7-12</i>	N	0%
2024	Edgenuity: <i>Edgenuity</i>	N	0%
2017	EMC Paradigm: <i>Deutsch Aktuell, Levels 1, 2 &amp; 3</i>	N	0%
2017	Houghton Mifflin Harcourt: <i>Bien dit, Levels 1, 2 &amp; 3</i>	N	0%
2017	McGraw Hill Education: <i>Asi Se Dice, Levels 1, 2, 3 &amp; 4</i>	N	0%
2017	McGraw Hill Education: <i>El Espanol Para Nosotros, Levels 1 &amp; 2</i>	N	0%
2017	Pearson: <i>Reflexions</i>	N	0%
2017	Saavas Learning Company, LLC: <i>Abriendo Paso</i>	N	0%
2017	Vista Higher Learning: <i>Denk Mal 2</i>	N	0%
2017	Vista Higher Learning: <i>Themes 1e</i>	N	0%

# College Preparation & Career Readiness

## College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2024-25 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	100
2023-24 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

## Career Readiness

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their junior year, students meet with the counselor to discuss their four-year academic plan and are introduced to Slover Mountain High School’s technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student’s four-year academic plan as elective courses. Slover Mountain High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school.

Individual student assessment of work readiness skills takes place through end of course exams and completion of course-required projects.

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

During the 2024-25 school year, Slover Mountain High School offered the following career technical education programs as elective courses:

- Advanced Keyboarding
- Art 2
- Ceramics
- College & Career Readiness
- Leadership
- Special Education Transitioning to Rehabilitation
- Microsoft Office Certification
- ROP Careers in Child Development
- ROP CNA Program
- ROP Vehicle Maintenance Technician Program

Slover Mountain High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Slover Mountain High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district’s CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state’s career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education Program Participation 2024-25	
Total Number of Students Participating in CTE Programs	203
Percentage of Students Completing a CTE Program and Earning a High School Diploma	0
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

## Professional Staff

### Counseling & Support Staff

Slover Mountain High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Slover Mountain High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselors	2	2.0
Library Media Technician	1	0.9
Career & Guidance Technician	1	1.0
Nurse	1	As Needed
Health Assistant	1	0.9
Psychologist	1	As Needed
Counselor-to-Student Ratio: 1:222		
<i>Note: One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.</i>		

## Teacher Assignment

The charts below identify the number of teachers at Slover Mountain High School, Colton Joint Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Slover Mountain High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	0.1	0.2	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.1	0.2	0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	1.5	11.2	2.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	7.8	2.2

*Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.*

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
<b>2023-24</b>						
School #	16.5	0.0	0.0	0.0	0.0	16.5
School %	100.0	0.0	0.0	0.0	0.0	100.0
District #	838	4.0	41.2	18.5	9.0	910.8
District %	92.01	0.44	4.53	2.03	0.99	100.0
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100.0	2.23	6.04	4.34	4.91	100.0
<b>2022-23</b>						
School #	27.0	0.0	0.0	0.0	1.3	28.3
School %	95.3	0.0	0.0	0.0	4.7	100.0
District #	882.9	1.0	5.9	14.3	44.8	949.0
District %	93.0	0.1	0.6	1.5	4.7	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
<b>2021-22</b>						
School #	27.0	0.0	0.0	0.0	1.3	28.3
School %	95.3	0.0	0.0	0.0	4.7	100.0
District #	882.9	1.0	5.9	14.3	44.8	949.0
District %	93.0	0.1	0.6	1.5	4.7	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
<p><i>Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.</i></p>						

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$64,136	\$62,783
Mid-Range Teacher Salary	\$101,749	\$97,783
Highest Teacher Salary	\$131,357	\$128,020
Superintendent Salary	\$309,476	\$313,465
<b>Average Principal Salaries:</b>		
Elementary School	\$162,780	\$160,224
Middle School	\$162,436	\$166,991
High School	\$187,742	\$180,970
<b>Percentage of Budget:</b>		
Teacher Salaries	29.38%	30.05%
Administrative Salaries	4.93%	5.00%
<i>For detailed information on salaries, see the CDE Certificated Salaries &amp; Benefits web page at <a href="https://www.cde.ca.gov/ds/fd/cs/">https://www.cde.ca.gov/ds/fd/cs/</a>.</i>		

## Expenditures Per Student

For the 2023-24 school year, Colton Joint Unified School District spent an average of \$22,062 of total general funds to educate each student (based on 2023-24 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Colton Joint Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- A-G Completion Grant
- American Rescue Plan - Homeless Children and Youth
- Arts and Music in Schools (Prop 28)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Child Nutrition: School Food Best Practices Apportionment
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Dual Enrollment Opportunities
- Early Education
- Education Protection Account
- ESSER III State Reserve
- Expanded Learning Opportunities Program
- LCFF Equity Multiplier
- Literacy Coaches and Reading Specialist Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$16,834	N/A	N/A	N/A	N/A
Restricted	\$1,940	N/A	N/A	N/A	N/A
Unrestricted	\$14,894	\$9,954	149.6%	\$11,146	133.6%
Avg Teacher Salary	\$107,468	\$108,891	98.7%	\$103,743	103.6%
<i>Note: Cells with N/A values do not require data.</i>					

## SARC Data

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Slover Mountain High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/reflects> California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Colton Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in December 2025 and the school facilities section was acquired in January 2026